

The Importance of Leadership in Building Strong Psychiatric Rehabilitation Teams

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2023 Recovery and Rehabilitation Academy

November 8, 2023

Agenda

- How do practitioners and other staff members react to innovative change?
- What can leaders do?
- What can supervisors do?

Learning Objectives

Participants will:

- Appreciate the experience of practitioners and other staff members when innovations are introduced.
- Understand the critical importance of leadership in adopting new innovative practices within their agencies and programs.
- Increase awareness of strategies the leaders can employ in building strong psychiatric rehabilitation teams.

How do practitioners and other staff members react to innovative change?

Woodward, H., Buchholz, S., and Hess, K. (1987). *Aftershock: Helping People Through Corporate Change* NY: John Wiley and Sons.

Woodward, H. and Woodward, M.B. (1994). *Navigating Through Change*. NY: McGraw Hill.

What Can Be Lost As A Result of the Change Process?

- Control
- Status
- Personal Meaning

Want vs. Get

What People in Transition Want and What They Often Get

Want

- Empathy
- Information
- Ideas

Get

- Avoidance
- Autocratic Behavior
- Cheerleading

Organizations that Handle the Integrative/Transformational Phase Well:

Have the following qualities-

- Openness
- Support
- Communication
- Experimentation

How Can Managers/Supervisors Assist Staff Through the Change Process?

- Acknowledge realities
- Validate the sense of loss
- Assist staff to regain control, status and personal meaning in the new mission/direction
- View the change as a process which will take time;
- To the extent possible, involve staff in the planning and decision making.

What can leaders do?

Anthony, W.A. and Huckshorn, K.A. (2008). *Principled Leadership in Mental Health Systems and Programs*. Boston, MA: Center for Psychiatric Rehabilitation.



Eight Principles of Leadership

1. Leaders communicate a shared vision.
2. Leaders centralize by mission and decentralize by operations.
3. Leaders create an organizational culture that identifies and tries to live by key values.
4. Leaders create an organizational structure and culture that empowers their employees and themselves.

Eight Principles of Leadership

5. Leaders ensure that staff are trained in a human technology that can translate vision into reality.
6. Leaders relate constructively to employees.
7. Leaders access and use information to make change a constant ingredient of their organization.
8. Leaders build their organization around exemplary performers.

1. Leaders communicate a shared vision

The leader

- Makes sure the vision is a shared vision.
- Constantly and clearly communicates the vision.
- Uses the vision to inspire staff.
- Is able to persuade others of the potency of the vision.
- Uses the vision to shape the future.

2. Leaders centralize by mission and decentralize by operations

The leader

- Manages at a more macro than micro level.
- Uses the mission to focus the entire organization on how it can benefit its consumers.
- Gives responsibility and authority to the operational staff.
- Encourages staff to participate in the decision making.
- Ensures that staff understand that all operational outcomes are critical to the organization's mission.
- Understands that all procedures, no matter how small, reflect on the mission.
- Encourages communication between different levels of the organization.

3. Leaders create an organizational culture that identifies and tries to live by key values

The leader

- Is clear about what values influence organizational decision making.
- Uses the organization's values as anchors and guidelines for decisions.
- Analyzes operations by how the operations affect the organization's values.
- Ensures that strategies for achieving the mission are consistent with the organization's values.
- Ensures that the organization's values are the same for everyone in the organization regardless of role.

4. Leaders create an organizational structure and culture that empowers their employees and themselves.

The leader

- Delegates power and authority to the employees.
- Ensures the staff have access to the information they need.
- Encourages employees to think about their jobs and not just do the job.
- Recognizes staff who act in an empowered way.
- Encourages staff to develop their own opportunities – to stretch their abilities and to risk.
- Eliminates organizational traditions that hinder empowerment.
- Encourages staff to work smarter – not just harder.
- Chooses and retains staff that embody the organization's values.

5. Leaders ensure that staff are trained in a human technology that can translate vision into reality.

The leader

- Believes that staff training must focus on skills as well as facts and concepts.
- Emphasizes staff expertise as more critical than credentials and roles.
- Ensures that the organization's training plan and supervision are linked to the organization's mission.
- Ensures that staff are trained to think for themselves and relate skillfully with one another.

6. Leaders relate constructively to employees

The leader

- Publicly recognizes staff contributions to the organization.
- Listens and expresses interest in what all levels of employees are doing.
- Engenders trust in the staff.
- Demonstrates understanding of the staff's perspectives.
- Models interpersonal relationships that are characterized by by dignity and respect.
- Coaches staff by first getting their perspectives before giving the leader's perspective.

7. Leaders access and use information to make change a constant ingredient of their organization.

The leader

- Thrives on change.
- Initiates change rather than manages change.
- Uses information to frame problems in new and unique ways.
- Sees information as the organization's capital.
- Recognizes that maintaining the status quo is actually moving the organization backwards.
- Recognizes that when you are doing things well, it is time to make them better.
- Realizes that changing information can change carefully constructed plans.

8. Leaders build their organization around exemplary performers.

The leader

- Ensures exemplars have the organizational support they need.
- Understands that exemplars create opportunities for the entire organization.
- Leads rather than manages exemplars.
- Does not second guess the failures of exemplars.
- Publicly recognizes the outstanding contributions of exemplars to the organization.

What can supervisors do?

Salerno, A., Margolies, P. and Lleras, N. (2022). Psychiatric rehabilitation for supervisors. Workshop at the 13th Annual NYAPRS Rehabilitation and Recovery Academy, Albany, NY.

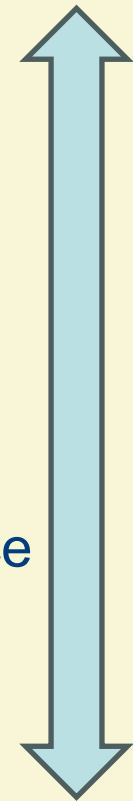
Best Practices in Supervision

Supporting the Professional Development of Staff Implementing Psychiatric Rehabilitation

The Continuum of Ways in Which Supervisors Support the Professional Development of Supervisees

- Level 1: Dissemination of information, tools and resources
- Level 2: Dissemination with follow up
- Level 3: Individual supervision
- Level 4: Structured peer group supervision
- Level 5: Facilitating group participation in educational resources as a team with follow up discussion and action steps
- Level 6: Intensive one on one detailed review of performance
- Level 7: Direct supervisory observation and provision of feedback on performance

**LOW
INTENSITY**



**HIGH
INTENSITY**



Level 1: Dissemination of information with little or no follow up

- Email or verbally share Psychiatric Rehabilitation information, tools, and resources (hope someone will read it)
- Follow up: briefly discuss at next staff meeting

Level 2: Dissemination of Psychiatric Rehabilitation Information, tools, and resources with follow up

- Facilitated discussion of the information: relevance and applicability to improving the services to clients.
- Inquire if staff want additional information
- Follow up: Supervisor asks the supervisee if they read the information, how helpful was it and if they plan to apply what they learned.

Level 3: Individual supervision on psychiatric rehabilitation-related decision- making

- Supervisor meets with each individual supervisee to discuss in what way they are applying what they learned via the psychiatric rehabilitation training academy.
- Goal is to reinforce the training in psychiatric rehabilitation and ensure that supervisees keep a focus on practicing psychiatric rehabilitation.
- Supervisors support implementation by identifying barriers and setting expectations designed to strengthen the skills and knowledge of the practitioners.

Level 4: Structured group supervision focused on the experience of applying psychiatric rehabilitation.

Each supervisee is expected to share how they are engaging clients in the PR process.

- Collective learning
- Problem solving

Formal client conference with indepth review of specific clients.

Level 5: Facilitating group participation in psychiatric rehabilitation specific educational resources as a team with follow up activities

- Supervisor follows up as soon as possible to support the supervisee(s) who acquired important information and planned to apply it with one or more clients
- Supervisor facilitated discussion that includes questions such as:
 - Were you able to apply what you learned?
 - What was your experience in applying what you learned?

Level 5 (continued) Facilitating group participation in psychiatric rehabilitation specific educational resources as a team with follow up activities

Examples

- Facilitated team meeting: all staff view a live or archived webinar, module, or other presentation related to psychiatric rehabilitation.
- Supervisor facilitates a discussion that includes questions such as:
 - Did you find any of the information presented to be relevant to your work?
 - In what way will you apply what you have learned with one or more clients in the coming week?
 - Who will be able to apply any of the ideas presented?
 - What specific new approach will you apply?

Level 6: Individual supervision focused on the detailed report and experience of the supervisee

- The supervisee provides a detailed report of implementing psychiatric rehabilitation with a specific participant.
- The supervisee may complete a structured reporting form listing the critical elements of psychiatric rehabilitation and the degree to which those elements were employed successfully.
- The supervisee is expected to identify the current focus of the psychiatric rehabilitation service, skills that were employed, challenges encountered, guidance requested of the supervisor.
- The supervisor inquires as to the actual approaches employed, the response of the participant and plans going forward
- The supervisor may employ role play to better assess actual performance and to enhance skills to improve performance going forward.

Level 7: Direct supervisory observation and provision of feedback on performance related to implementing psychiatric rehabilitation principles and practices

- Direct observation and provision of feedback on performance
 - Audio/ video tapes
 - Sitting in on groups
 - Joining individual session
 - Structured “fidelity” performance measure employed (shared understanding of performance indicators)

What Constitutes Good Supervision and Coaching at Level 7?

- A recognition of the essential elements of an effective supervisory alliance, high level of trust, collaborative style, emphasis on self-efficacy, direct communication style, etc.
- A commitment to providing a sufficient dose of supervision.
- A process for direct observation of the work being delivered; live observation or audio-video review.
- Behaviorally specific written feedback from direct observation activities.
- Additional modeling of the skills/strategies to be employed.
- Ongoing opportunities for practice and feedback.
- Plan for incorporating feedback and continued direct observation.

3 Super-POWER Skills



To support the adoption and sustaining of psychiatric rehabilitation:

- Communication/Listening
- Intentional Reinforcement
- Modeling

Power #1: Honest, respectful and caring communication of priorities and expectations

Priorities and Expectations:

- Statements related to the importance of psychiatric rehabilitation
- Setting agenda items during meetings
- Inquiring how staff are implementing PR
- Establishing formal performance expectations

Power #2: Intentional Reinforcement: The power of recognizing support of psychiatric rehabilitation

REINFORCEMENT: Specific and observable
acknowledgment of supportive actions

“Joan, I really appreciate how you shared your efforts to engage your clients in identifying life role goals”

“Joe, I admire your willingness to engage the most challenging individuals in exploring their life role goals. I appreciate your commitment to helping clients live more satisfying and successful lives”

“Sylvia, I value the time you put into watching the psychiatric rehabilitation module, especially since your time is so precious. I appreciate your support of the agency's direction for the future.

Power #3. Modeling

Supervisors modeling by example the value of psychiatric rehabilitation

- Setting agenda items for meetings
- Applying psychiatric rehabilitation approaches with their work with clients
- Emphasizing psychiatric rehabilitation values in review of clients
- Providing suggestions, advice and decision support related to client's issues
- Role play challenges implementing PR.

Remember...

- **Practitioners and other staff members often react to change, even innovative change that will make a positive difference such as psychiatric rehabilitation.**
 - **This is to be expected.**
- **Program/agency leaders play an essential role in implementing psychiatric rehabilitation programs and services and building strong psychiatric rehabilitation teams.**
 - **There are concrete things that leaders can do that will set the proper expectation and tone and move the process along.**
- **Supervisors also play an essential role in coaching and supporting staff.**
 - **There are concrete things that supervisors can do that will make a big difference.**

THANK YOU